



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 8

Test Date: March 2008
Code: 12231584
SAU: MSAD 29
School: Houlton Junior High School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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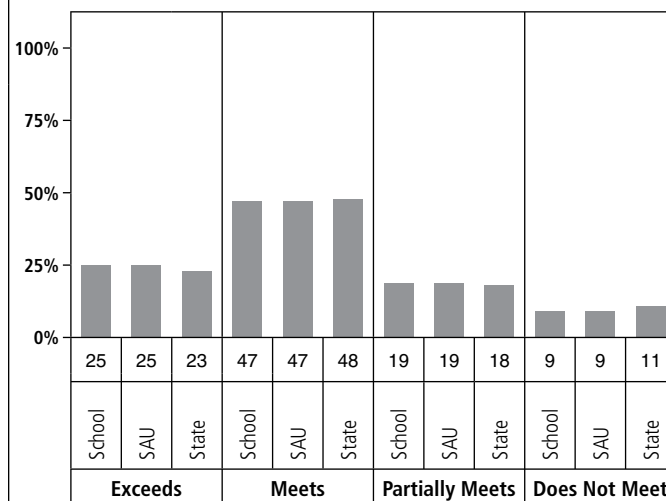
SUMMARY OF SCORES

Test Date: March 2008
Grade: 8
SAU: MSAD 29
School: Houlton Junior High School

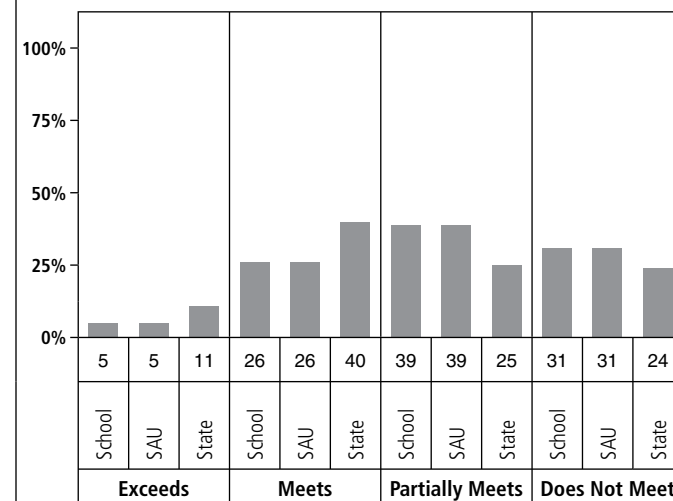
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	845	845	845
2006–2007	851	851	847
2007–2008	849	849	849
Cum. Avg. *	848	848	847
Mathematics			
2005–2006	835	835	840
2006–2007	840	840	842
2007–2008	834	834	841
Cum. Avg. *	836	836	841
Science & Technology			
2005–2006	845	845	846
2006–2007	849	849	847
2007–2008	843	843	847
Cum. Avg. *	846	846	847

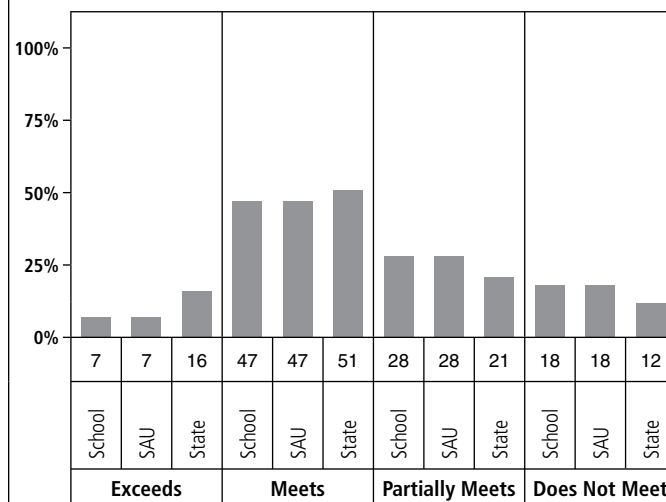
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
Grade: 8
SAU: MSAD 29
School: Houlton Junior High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	92	100	92	100	15274	100	89	97	89	97	15102	99	89	97	89	97	15097	99	89	97	89	97	15080	99						
Ethnicity African American/Black	1	1	1	1	368	2	1	100	1	100	356	97	1	100	1	100	360	98	1	100	1	100	356	97						
American Indian or Native Alaskan	15	16	15	16	120	1	13	87	13	87	117	98	13	87	13	87	117	98	13	87	13	87	117	98						
Asian or Pacific Islander	0	0	0	0	186	1	0	0	0	0	181	97	0	0	0	0	182	98	0	0	0	0	182	98						
Hispanic	4	4	4	4	139	1	4	100	4	100	136	98	4	100	4	100	136	98	4	100	4	100	136	98						
Caucasian/White	72	78	72	78	14461	95	71	99	71	99	14312	99	71	99	71	99	14302	99	71	99	71	99	14289	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	23	25	23	25	2508	16	22	96	22	96	2446	98	22	96	22	96	2441	98	22	96	22	96	2431	98						
Current LEP	0	0	0	0	327	2	0	0	0	0	316	97	0	0	0	0	322	99	0	0	0	0	322	99						
Economically disadvantaged	45	49	45	49	5420	35	43	96	43	96	5329	99	43	96	43	96	5324	99	43	96	43	96	5313	98						
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100	0	0	0	0	7	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	65	71	65	71	12703	83	66	72	66	72	12694	83	66	72	66	72	12710	83												
Identified disability (PET/IEP)	0	0	0	0	437	3	0	0	0	0	421	3	0	0	0	0	445	4												
LEP	0	0	0	0	172	1	0	0	0	0	172	1	0	0	0	0	173	1												
504 plan	1	2	1	2	229	2	1	2	1	2	231	2	1	2	1	2	230	2												
Participation with accommodations	20	22	20	22	2221	15	19	21	19	21	2227	15	19	21	19	21	2197	14												
Identified disability (PET/IEP)	18	90	18	90	1832	82	18	95	18	95	1844	83	18	95	18	95	1813	83												
LEP	0	0	0	0	136	6	0	0	0	0	143	6	0	0	0	0	142	6												
504 plan	0	0	0	0	68	3	0	0	0	0	66	3	0	0	0	0	66	3												
Other	2	10	2	10	213	10	1	5	1	5	202	9	1	5	1	5	204	9												
Participation through alternate assessment (PAAP)	4	4	4	4	177	1	4	4	4	4	176	1	4	4	4	4	173	1												
Identified disability (PET/IEP)	4	100	4	100	177	100	4	100	4	100	176	100	4	100	4	100	173	100												
LEP	0	0	0	0	7	4	0	0	0	0	7	4	0	0	0	0	7	4												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	1	0																								
Approved non-participation – special consideration	0	0	0	0	32	0	0	0	0	0	34	0	0	0	0	0	34	0												
Non-participation – other	3	3	3	3	140	1	3	3	3	3	143	1	3	3	3	3	160	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	8
SAU:	MSAD 29
School:	Houlton Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 861–880)	2005-2006	11	12	10	11	2695	17
	2006-2007	17	19	17	19	2407	16
	2007-2008	21	25	21	25	3428	23
	Cum. Total*	49	18	48	18	8530	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 841–860)	2005-2006	46	50	42	48	6830	42
	2006-2007	50	56	50	56	7494	49
	2007-2008	40	47	40	47	7179	48
	Cum. Total*	136	51	132	50	21503	46
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 829–840)	2005-2006	25	27	26	30	3741	23
	2006-2007	21	23	21	23	3628	24
	2007-2008	16	19	16	19	2706	18
	Cum. Total*	62	23	63	24	10075	22
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 800–828)	2005-2006	10	11	10	11	3003	18
	2006-2007	2	2	2	2	1810	12
	2007-2008	8	9	8	9	1611	11
	Cum. Total*	20	7	20	8	6424	14

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	37.0	66.1	37.0	66.1	36.9	65.9
Literary Text	28	50	18.6	66.4	18.6	66.4	18.3	65.4
Informational Text	28	50	18.4	65.7	18.4	65.7	18.6	66.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: MSAD 29
 School: Houlton Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	85	21	25	40	47	16	19	8	9	849	85	25	47	19	9	849	14924	23	48	18	11	849
Ethnicity																						
African American/Black	1										1						348	11	38	22	29	840
American Indian or Native Alaskan	13	1	8	4	31	5	38	3	23	840	13	8	31	38	23	840	117	9	43	29	19	842
Asian or Pacific Islander	0										0						179	32	39	18	11	852
Hispanic	3										3						131	18	38	27	17	846
Caucasian/White	68	19	28	34	50	11	16	4	6	851	68	28	50	16	6	851	14149	23	49	18	10	850
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	6	33	5	28	7	39	833	18	0	33	28	39	833	2269	3	24	32	42	833
No	67	21	31	34	51	11	16	1	1	854	67	31	51	16	1	854	12655	27	52	16	5	852
Current LEP																						
Yes	0										0						308	8	30	27	34	837
No	85	21	25	40	47	16	19	8	9	849	85	25	47	19	9	849	14616	23	48	18	10	850
Economically disadvantaged																						
Yes	39	4	10	19	49	10	26	6	15	845	39	10	49	26	15	845	5222	12	44	25	19	843
No	46	17	37	21	46	6	13	2	4	853	46	37	46	13	4	853	9702	29	50	14	7	853
Migrant																						
Yes	0										0						7	0	86	0	14	850
No	85	21	25	40	47	16	19	8	9	849	85	25	47	19	9	849	14917	23	48	18	11	849
Gender																						
Female	41	11	27	18	44	7	17	5	12	850	41	27	44	17	12	850	7198	30	48	15	7	853
Male	44	10	23	22	50	9	20	3	7	849	44	23	50	20	7	849	7726	17	49	21	14	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	18	2	11	11	61	2	11	3	17	845	18	11	61	11	17	845	807	9	41	32	18	842
No	67	19	28	29	43	14	21	5	7	851	67	28	43	21	7	851	14117	24	49	17	10	850
Gifted/talented program																						
Yes	3										3						592	71	28	1	0	867
No	82	18	22	40	49	16	20	8	10	849	82	22	49	20	10	849	14332	21	49	19	11	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: MSAD 29
School: Houlton Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	2	67	1	33	0	0	844	4	0	67	33	0	844	9	10	39	24	26	841
B. less than one hour	29	5	21	12	50	6	25	1	4	848	29	21	50	25	4	848	46	20	50	20	11	849
C. one to two hours	56	13	28	22	47	9	19	3	6	851	56	28	47	19	6	851	41	28	49	15	7	852
D. more than two hours	12	3	30	3	30	0	0	4	40	845	12	30	30	0	40	845	5	28	44	15	12	850
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	15	56	10	37	1	4	1	4	858	33	56	37	4	4	858	33	31	48	14	7	853
B. They match some of what I have learned.	52	6	14	23	53	10	23	4	9	848	52	14	53	23	9	848	53	21	51	19	9	849
C. They match just a little of what I have learned.	10	0	0	3	38	3	38	2	25	836	10	0	38	38	25	836	11	14	41	25	20	844
D. There is no match.	6	0	0	2	40	2	40	1	20	837	6	0	40	40	20	837	3	6	34	26	35	836
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	27	12	55	7	32	1	5	2	9	857	27	55	32	5	9	857	31	42	44	8	6	857
B. good	42	7	20	18	51	7	20	3	9	848	42	20	51	20	9	848	49	19	54	19	9	849
C. fair	27	1	5	10	45	8	36	3	14	842	27	5	45	36	14	842	18	5	42	31	22	840
D. poor	5	1	25	3	75	0	0	0	0	857	5	25	75	0	0	857	2	4	29	32	34	835
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	27	3	14	9	41	5	23	5	23	842	27	14	41	23	23	842	15	16	44	22	18	845
B. about the same as my regular schoolwork	61	13	25	25	49	10	20	3	6	851	61	25	49	20	6	851	65	23	49	18	9	850
C. easier than my regular schoolwork	12	5	50	4	40	1	10	0	0	858	12	50	40	10	0	858	19	30	49	14	8	852
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	15	2	17	6	50	2	17	2	17	847	15	17	50	17	17	847	9	8	33	28	31	838
B. Most of the passages were about the same as what I normally read.	61	11	22	25	50	8	16	6	12	848	61	22	50	16	12	848	53	17	51	21	11	848
C. Most of the passages were easier than what I normally read.	24	8	40	7	35	5	25	0	0	854	24	40	35	25	0	854	38	36	48	11	5	855
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	46	8	21	19	50	8	21	3	8	848	46	21	50	21	8	848	43	23	48	19	10	849
B. I tried about the same as I do on my regular schoolwork.	51	13	31	17	40	7	17	5	12	850	51	31	40	17	12	850	51	25	49	17	9	851
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	2	100	0	0	0	0	851	2	0	100	0	0	851	6	9	43	24	23	842
How much time do you spend reading at home each day?																						
A. more than one hour	17	7	50	5	36	2	14	0	0	860	17	50	36	14	0	860	18	31	47	13	9	852
B. 20 minutes to an hour	30	7	28	10	40	4	16	4	16	848	30	28	40	16	16	848	41	28	49	15	7	852
C. less than 20 minutes	14	2	17	6	50	2	17	2	17	845	14	17	50	17	17	845	13	20	49	18	12	848
D. I rarely read at home.	39	5	15	18	55	8	24	2	6	847	39	15	55	24	6	847	28	12	47	26	16	844
How do you feel about the following statement? <i>"My knowledge of reading will be useful to me as an adult."</i>																						
A. strongly agree	43	12	33	17	47	4	11	3	8	853	43	33	47	11	8	853	43	31	48	14	7	853
B. agree	44	8	22	18	49	8	22	3	8	848	44	22	49	22	8	848	48	18	50	20	12	848
C. disagree	8	1	14	3	43	1	14	2	29	841	8	14	43	14	29	841	6	11	43	24	21	843
D. strongly disagree	5	0	0	1	25	3	75	0	0	839	5	0	25	75	0	839	2	6	36	32	26	839
Optional school/SAU question																						
A.	50	0	0	1	50	1	50	0	0	847	50	0	50	50	0	847						
B.	25	0	0	0	0	1	100	0	0	830	25	0	0	100	0	830						
C.	0										0											
D.	25	1	100	0	0	0	0	0	0	876	25	100	0	0	0	876						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 8
SAU: MSAD 29
School: Houlton Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 861–880)	2005-2006	1	1	1	1	1714	11
	2006-2007	12	13	12	13	1952	13
	2007-2008	4	5	4	5	1657	11
	Cum. Total*	17	6	17	6	5323	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 841–860)	2005-2006	28	30	25	28	5533	34
	2006-2007	30	33	30	33	5870	38
	2007-2008	22	26	22	26	5956	40
	Cum. Total*	80	30	77	29	17359	37
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 829–840)	2005-2006	36	39	35	40	4764	29
	2006-2007	24	27	24	27	3982	26
	2007-2008	33	39	33	39	3729	25
	Cum. Total*	93	35	92	35	12475	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 800–828)	2005-2006	27	29	27	31	4251	26
	2006-2007	24	27	24	27	3534	23
	2007-2008	26	31	26	31	3579	24
	Cum. Total*	77	29	77	29	11364	24

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.0	43.8	7.0	43.8	8.4	52.5
Cluster 2: Shape and Size	14	25	4.9	35.0	4.9	35.0	5.9	42.1
Cluster 3: Mathematical Decision Making	8	14	4.5	56.3	4.5	56.3	4.6	57.5
Cluster 4: Patterns	18	32	7.1	39.4	7.1	39.4	8.9	49.4

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 8
SAU: MSAD 29
School: Houlton Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	85	4	5	22	26	33	39	26	31	834	85	5	26	39	31	834	14921	11	40	25	24	841
Ethnicity																						
African American/Black	1										1						352	2	23	23	52	828
American Indian or Native Alaskan	13	0	0	1	8	4	31	8	62	823	13	0	8	31	62	823	117	5	22	33	39	832
Asian or Pacific Islander	0										0						181	24	42	20	14	848
Hispanic	3										3						131	7	34	26	33	836
Caucasian/White	68	4	6	20	29	26	38	18	26	837	68	6	29	38	26	837	14140	11	41	25	23	841
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	2	11	4	22	12	67	818	18	0	11	22	67	818	2265	1	14	22	62	824
No	67	4	6	20	30	29	43	14	21	839	67	6	30	43	21	839	12656	13	45	26	17	844
Current LEP																						
Yes	0										0						315	5	24	20	51	828
No	85	4	5	22	26	33	39	26	31	834	85	5	26	39	31	834	14606	11	40	25	23	841
Economically disadvantaged																						
Yes	39	0	0	10	26	13	33	16	41	831	39	0	26	33	41	831	5217	5	30	29	37	834
No	46	4	9	12	26	20	43	10	22	837	46	9	26	43	22	837	9704	15	45	23	17	845
Migrant																						
Yes	0										0						7	0	43	43	14	838
No	85	4	5	22	26	33	39	26	31	834	85	5	26	39	31	834	14914	11	40	25	24	841
Gender																						
Female	41	1	2	7	17	16	39	17	41	831	41	2	17	39	41	831	7199	11	40	26	23	841
Male	44	3	7	15	34	17	39	9	20	838	44	7	34	39	20	838	7722	11	40	24	25	841
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	18	0	0	4	22	4	22	10	56	827	18	0	22	22	56	827	806	3	20	30	47	831
No	67	4	6	18	27	29	43	16	24	837	67	6	27	43	24	837	14115	12	41	25	23	842
Gifted/talented program																						
Yes	3										3						592	58	39	2	1	864
No	82	1	1	22	27	33	40	26	32	833	82	1	27	40	32	833	14329	9	40	26	25	840

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: MSAD 29
School: Houlton Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 29 56 12	0 1 1 2	0 4 2 20	1 5 14 2	33 21 30 20	1 9 20 3	33 38 43 30	1 9 12 3	33 38 26 30	833 832 836 835	4 29 56 12	0 4 2 20	33 21 30 20	33 38 43 30	33 38 26 30	833 832 836 835	9 46 41 5	5 10 14 14	30 40 42 38	23 26 25 23	41 25 19 24	833 840 843 842
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	24 42 28 6	4 0 0 0	20 0 0 0	5 9 7 1	25 26 30 20	7 12 12 2	35 34 52 40	4 14 4 2	20 40 17 40	841 831 838 823	24 42 28 6	20 0 0 0	25 26 30 20	35 34 52 40	20 40 17 40	841 831 838 823	30 50 17 4	17 10 6 3	43 42 32 18	22 26 29 25	18 22 33 54	845 841 836 828
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	17 47 27 10	2 2 0 0	14 5 0 0	5 11 6 0	36 28 27 0	5 16 7 5	36 41 32 63	2 10 9 3	14 26 41 38	845 835 830 829	17 47 27 10	14 5 0 0	36 28 27 0	36 41 32 63	14 26 41 38	845 835 830 829	26 45 23 5	29 7 1 1	46 46 26 14	14 27 34 29	11 20 38 57	851 841 833 827
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	59 35 6	0 3 1	0 10 20	13 6 3	27 21 60	19 14 0	39 48 0	17 6 1	35 21 20	831 838 852	59 35 6	0 10 20	27 21 60	39 48 0	35 21 20	831 838 852	34 52 13	4 10 33	35 43 40	28 26 14	32 21 13	836 842 852
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	45 50 5	2 2 0	6 5 0	8 10 3	22 25 75	14 18 1	39 45 25	12 10 0	33 25 0	833 836 844	45 50 5	6 5 0	22 25 75	39 45 25	33 25 0	833 836 844	44 50 6	10 13 9	40 42 27	26 24 27	25 21 38	840 843 835
How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	5 7 43 45	0 0 2 2	0 0 6 5	0 3 11 8	0 50 31 22	0 1 17 15	0 17 47 41	4 2 6 12	100 33 17 32	816 837 838 833	5 7 43 45	0 0 6 5	0 50 31 22	0 17 47 41	100 33 17 32	816 837 838 833	9 16 28 48	6 8 12 13	38 38 41 40	27 27 27 23	29 27 21 24	837 839 843 842
How often do you use calculators in mathematics class? A. almost every day B. two or three times a week C. two or three times each month D. never or almost never	33 41 18 8	0 1 3 0	0 3 20 0	4 10 7 1	15 29 47 14	14 11 5 3	52 32 33 43	9 12 0 3	33 35 0 43	830 833 850 829	33 41 18 8	0 3 20 0	15 29 47 14	52 32 33 43	33 35 0 43	830 833 850 829	38 33 18 11	14 10 10 7	42 41 36 34	23 26 27 26	21 23 27 33	843 841 840 836
How do you feel about the following statement? <i>“My knowledge of mathematics will be useful to me as an adult.”</i> A. strongly agree B. agree C. disagree D. strongly disagree	52 42 6 0	4 0 0 0	9 0 0 0	13 8 1 0	30 23 20 0	17 14 2 0	40 40 40 0	9 13 2 0	21 37 40 0	838 831 828 0	52 42 6 0	9 0 0 0	30 23 20 0	40 40 40 0	21 37 40 0	838 831 828 0	54 38 6 2	14 8 6 3	44 36 31 23	23 27 28 25	18 28 36 49	844 838 835 831
Optional school/SAU question A. B. C. D.	50 25 0 25	0 0 0 0	0 0 0 0	1 0 0 1	50 0 0 100	0 0 0 0	0 0 0 0	1 1 0 0	50 100 0 0	839 820 0 844	50 25 0 25	0 0 0 0	50 0 0 100	0 0 0 0	50 100 0 0	839 820 0 844						

SCIENCE AND TECHNOLOGY RESULTS

Test Date:	March 2008
Grade:	8
SAU:	MSAD 29
School:	Houlton Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 861–880)	2005-2006	5	5	4	5	1879	12
	2006-2007	12	13	12	13	2192	14
	2007-2008	6	7	6	7	2371	16
	Cum. Total*	23	9	22	8	6442	14
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 841–860)	2005-2006	53	58	49	56	8604	53
	2006-2007	50	56	50	56	7916	52
	2007-2008	40	47	40	47	7630	51
	Cum. Total*	143	54	139	53	24150	52
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 831–840)	2005-2006	29	32	30	34	3618	22
	2006-2007	21	23	21	23	3340	22
	2007-2008	24	28	24	28	3175	21
	Cum. Total*	74	28	75	29	10133	22
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 800–830)	2005-2006	5	5	5	6	2174	13
	2006-2007	7	8	7	8	1865	12
	2007-2008	15	18	15	18	1731	12
	Cum. Total*	27	10	27	10	5770	12

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	14	25	7.2	51.4	7.2	51.4	8.1	57.9
Cluster 2: Physical Sciences	14	25	7.0	50.0	7.0	50.0	7.3	52.1
Cluster 3: Earth and Space Sciences	14	25	6.8	48.6	6.8	48.6	7.7	55.0
Cluster 4: Nature and Implications of Science	14	25	7.7	55.0	7.7	55.0	8.5	60.7

- Cluster 1: Life Sciences**
 A. Classifying Life Forms
 B. Ecology
 C. Cells
- Cluster 2: Physical Sciences**
 E. Structure of Matter
 H. Energy
 I. Motion
- Cluster 3: Earth and Space Sciences**
 D. Continuity and Change
 F. The Earth
 G. The Universe
- Cluster 4: Nature and Implications of Science**
 J. Inquiry and Problem Solving
 K. Scientific Reasoning
 L. Communication
 M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 8
 SAU: MSAD 29
 School: Houlton Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	85	6	7	40	47	24	28	15	18	843	85	7	47	28	18	843	14907	16	51	21	12	847
Ethnicity																						
African American/Black	1										1						349	4	35	26	34	837
American Indian or Native Alaskan	13	0	0	2	15	7	54	4	31	835	13	0	15	54	31	835	117	8	40	28	24	840
Asian or Pacific Islander	0										0						181	20	50	15	15	849
Hispanic	3										3						131	5	50	22	23	842
Caucasian/White	68	6	9	35	51	17	25	10	15	845	68	9	51	25	15	845	14129	16	52	21	11	848
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	6	33	4	22	8	44	836	18	0	33	22	44	836	2258	3	29	31	37	836
No	67	6	9	34	51	20	30	7	10	845	67	9	51	30	10	845	12649	18	55	20	7	850
Current LEP																						
Yes	0										0						315	4	29	25	42	834
No	85	6	7	40	47	24	28	15	18	843	85	7	47	28	18	843	14592	16	52	21	11	848
Economically disadvantaged																						
Yes	39	1	3	17	44	10	26	11	28	840	39	3	44	26	28	840	5206	8	45	28	20	842
No	46	5	11	23	50	14	30	4	9	846	46	11	50	30	9	846	9701	20	55	18	7	850
Migrant																						
Yes	0										0						7	29	57	14	0	852
No	85	6	7	40	47	24	28	15	18	843	85	7	47	28	18	843	14900	16	51	21	12	847
Gender																						
Female	41	3	7	14	34	13	32	11	27	840	41	7	34	32	27	840	7196	14	52	23	12	847
Male	44	3	7	26	59	11	25	4	9	847	44	7	59	25	9	847	7711	18	51	20	12	848
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	18	0	0	7	39	4	22	7	39	837	18	0	39	22	39	837	804	6	38	34	22	841
No	67	6	9	33	49	20	30	8	12	845	67	9	49	30	12	845	14103	16	52	21	11	848
Gifted/talented program																						
Yes	3										3						592	63	35	1	0	865
No	82	3	4	40	49	24	29	15	18	842	82	4	49	29	18	842	14315	14	52	22	12	847

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 8
SAU: MSAD 29
School: Houlton Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	4 29 56 12	0 2 2 2	0 8 4 20	2 12 23 3	67 50 49 30	1 8 13 1	33 33 28 10	0 2 9 4	0 8 19 40	845 845 843 843	4 29 56 12	0 8 4 20	67 50 49 30	33 33 28 10	0 8 19 40	845 845 843 843	9 46 41 5	10 14 19 19	40 52 53 47	26 22 19 21	23 12 9 14	842 847 849 848
How well do the questions that you have just been given on this MEA test match what you have learned in school about science? A. The questions on the test match what I have learned in science class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	19 64 12 5	1 4 1 0	6 7 10 0	9 25 5 1	56 46 50 25	2 15 3 3	13 28 30 75	4 10 1 0	25 19 10 0	844 843 846 841	19 64 12 5	6 7 10 0	56 46 50 25	13 28 30 75	25 19 10 0	844 843 846 841	29 49 18 5	19 16 13 9	54 51 51 39	19 22 23 29	9 11 13 23	849 848 846 842
Which of the following best describes how you rate yourself as a student in science? A. very good B. good C. fair D. poor	18 54 20 8	3 3 0 0	20 7 0 0	8 23 7 2	53 51 41 29	1 11 7 4	7 24 41 57	3 8 3 1	20 18 18 14	850 843 840 839	18 54 20 8	20 7 0 0	53 51 41 29	7 24 41 57	20 18 18 14	850 843 840 839	23 54 20 3	28 15 5 2	51 55 45 35	13 21 32 34	8 9 18 29	853 848 842 838
How difficult was the science part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	37 55 7	1 3 1	3 7 17	13 23 4	42 50 67	10 12 1	32 26 17	7 8 0	23 17 0	841 844 851	37 55 7	3 7 17	42 50 67	32 26 17	23 17 0	841 844 851	27 59 13	15 15 21	49 53 51	22 22 18	14 10 10	846 848 850
How hard did you try on the science part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	47 47 6	2 4 0	5 10 0	20 18 2	51 46 40	7 12 3	18 31 60	10 5 0	26 13 0	842 845 842	47 47 6	5 10 0	51 46 40	18 31 60	26 13 0	842 845 842	40 55 5	15 17 12	51 53 41	22 21 25	12 10 22	847 848 843
Which courses do you plan to take before you graduate from high school? A. earth and space science and/or biology B. the course(s) described in A, plus chemistry C. the course(s) described in B, plus physics D. a life science and physical science class	23 23 23 32	1 1 4 0	5 5 21 0	8 9 9 14	42 47 47 52	5 9 3 6	26 47 16 22	5 0 3 7	26 0 16 26	842 844 849 841	23 23 23 32	5 5 21 0	42 47 47 52	26 47 16 22	26 0 16 26	842 844 849 841	25 24 22 29	11 18 30 8	53 53 47 52	23 20 14 27	13 10 8 14	846 849 853 844
How do you feel about the following statement? “My knowledge of science and technology will be useful to me as an adult.” A. strongly agree B. agree C. disagree D. strongly disagree	18 57 19 6	4 0 2 0	27 0 13 0	5 25 7 3	33 52 44 60	4 13 4 2	27 27 25 40	2 10 3 0	13 21 19 0	848 842 844 845	18 57 19 6	27 0 13 0	33 52 44 60	27 27 25 40	13 21 19 0	848 842 844 845	27 54 15 4	23 15 10 7	51 53 50 39	17 21 26 30	9 11 14 24	851 847 845 841
How well does the following statement reflect your future goals? “I am interested in a career related to science, technology, engineering, or mathematics.” A. strongly agree B. agree C. disagree D. strongly disagree	16 43 22 20	3 1 1 1	23 3 6 6	9 15 9 6	69 43 50 38	1 10 6 5	8 29 33 31	0 9 2 4	0 26 11 25	854 841 844 840	16 43 22 20	23 3 6 6	69 43 50 38	8 29 33 31	0 26 11 25	854 841 844 840	25 37 26 12	24 15 12 8	52 50 53 48	15 22 23 28	8 12 12 15	851 847 846 844
Optional school/SAU question A. B. C. D.	50 25 0 25	0 0 0 0	0 0 0 0	2 0 1 1	100 0 100 100	0 1 0 0	0 100 0 0	0 0 0 0	0 0 0 0	847 836 850 850	50 25 0 25	0 0 0 0	100 0 100 100	0 100 0 0	0 0 0 0	847 836 850 850						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number